

Masaryk University

Faculty of Education

Department of English Language and Literature

**Determiners in various resources: Grammar books,
coursebooks and online sources compared**

Bachelor thesis

Brno 2016

Supervisor:

doc. PhDr. Renata Povolná, Ph.D.

Author:

Pavla Fryštáková

Declaration:

„Prohlašuji, že jsem závěrečnou bakalářskou práci vypracovala samostatně, s využitím pouze citovaných literárních pramenů, dalších informací a zdrojů v souladu s Disciplinárním řádem pro studenty Pedagogické fakulty Masarykovy univerzity a se zákonem č. 121/2000 SB., o právu autorském, o právech souvisejících s právem autorským a o měně některých zákonů (autorský zákon), ve znění pozdějších předpisů.“

V Brně dne 16. 3. 2016

.....

Pavla Fryštáková

Acknowledgement:

I would like to thank doc. PhDr. Renata Povolná, Ph.D., for help and advice provided during the supervision of my bachelor thesis.

Contents

1	Introduction	5
2	Reference to determiners in grammar books	7
2.1	Grammar books referring to determiners as one topic.....	7
2.1.1	Swan (1996).....	7
2.1.2	Leech and Svartvik (1975).....	9
2.1.3	Greenbaum and Quirk (1990).....	16
2.1.4	Alexander (1988)	26
2.1.5	Huddleston (1984)	31
2.2	Grammar book referring to determiners in separate parts	34
2.2.1	Thomson and Martinet (1986)	34
2.3	Comparison of the grammar books analysed	40
3	Reference to determiners in coursebooks.....	42
3.1	Coursebooks at the elementary level.....	42
3.2	Coursebooks at the pre-intermediate level	43
3.3	Coursebooks at the intermediate level	44
3.4	Coursebook at the upper-intermediate level	44
3.5	Coursebook at the advanced level.....	45
3.6	Coursebooks at the proficiency level	45
3.7	Comparison of the coursebooks analysed	46
4	Reference to determiners in online sources.....	47
4.1	Comparison of the online sources analysed	49
5	Conclusion	50

1 Introduction

The grammar of the English language comprises a lot of phenomena which need to be discussed. One of them are determiners since they are phenomena that do not occur in all languages. The Czech language, which is my mother tongue, does not have the word class of determiners. This is the reason why Czech learners have problems with their proper use and why they are explored in this bachelor work.

Therefore the aim of this bachelor thesis is to find out how particular language and grammar sources treat determiners and how they classify them. The thesis intends to prepare an overall view on the topic. This is realised by analysing particular sources that are available. These sources are namely grammar books, coursebooks and online sources. It is hoped that the thesis will contribute to the simplification of the learning and teaching process of determiners.

There are two possible viewpoints from which determiners can be looked at. These are possible classifications of determiners and particular rules of the use of determiners. These two fields lead together to the proper use of determiners. Particular authors discuss different aspects of the topic. Although individual classifications may differ, the rules are the same. Nevertheless, not all of them occur in the particular sources analysed in this bachelor work.

As for the content, the analysis is divided into three main groups of sources.

The first part, the most extensive one, is the notion of determiners in grammar books. This part is further divided into two subgroups. The first subgroup discusses grammar books referring to determiners as one topic. Each of the analyses of a particular author is supplemented by a figure illustrating the author's classification of determiners. The second subgroup discusses grammar books referring to determiners in separate particular parts where they discuss rather the individual rules of the use of determiners than their classification. After these two parts, there is a summary which highlights the main differences and similarities between the authors.

The second part of the analysis discusses the notion of determiners in coursebooks. Determiners occur in coursebooks at more levels of language proficiency beginning from the elementary level, at which they should be discussed for the first time. Thus according to the level of English, particular sources will be grouped and described. These levels are elementary, pre-intermediate, intermediate, upper-intermediate, advanced and proficiency. Therefore it can be seen how important the topic chosen for

the study is, since it is taught from the lower levels of proficiency. At the end of this chapter, there is a comparison of particular coursebooks discussed.

The third part is devoted to the notion of determiners in online sources. Determiners do not occur in many online sources as might be expected. However, some of them are discussed in this bachelor thesis. It is so mostly in terms of the classification of determiners. Similarly to the two previous chapters, there is a comparison of differences and similarities between particular web pages at the end of the chapter.

The very last chapter concludes the treatment of determiners in the particular sources analysed.

2 Reference to determiners in grammar books

All the factual information presented in particular sections is taken from the corresponding grammar books that are discussed. Thus the sources are provided only for direct quotations.

2.1 Grammar books referring to determiners as one topic

2.1.1 Swan (1996)

Unlike some of the other authors, Swan devotes only a brief part of his grammar book *Practical English Usage* (1996) to the topic of determiners. Nevertheless, the whole issue of determiners is discussed together as one topic. Swan's classification differs in terms in comparison with other authors. The explanations, the rules and the examples shown in the following part are taken from his grammar book from pages 147 to 150.

For better understanding, Swan's classification of determiners is illustrated in the following figure.

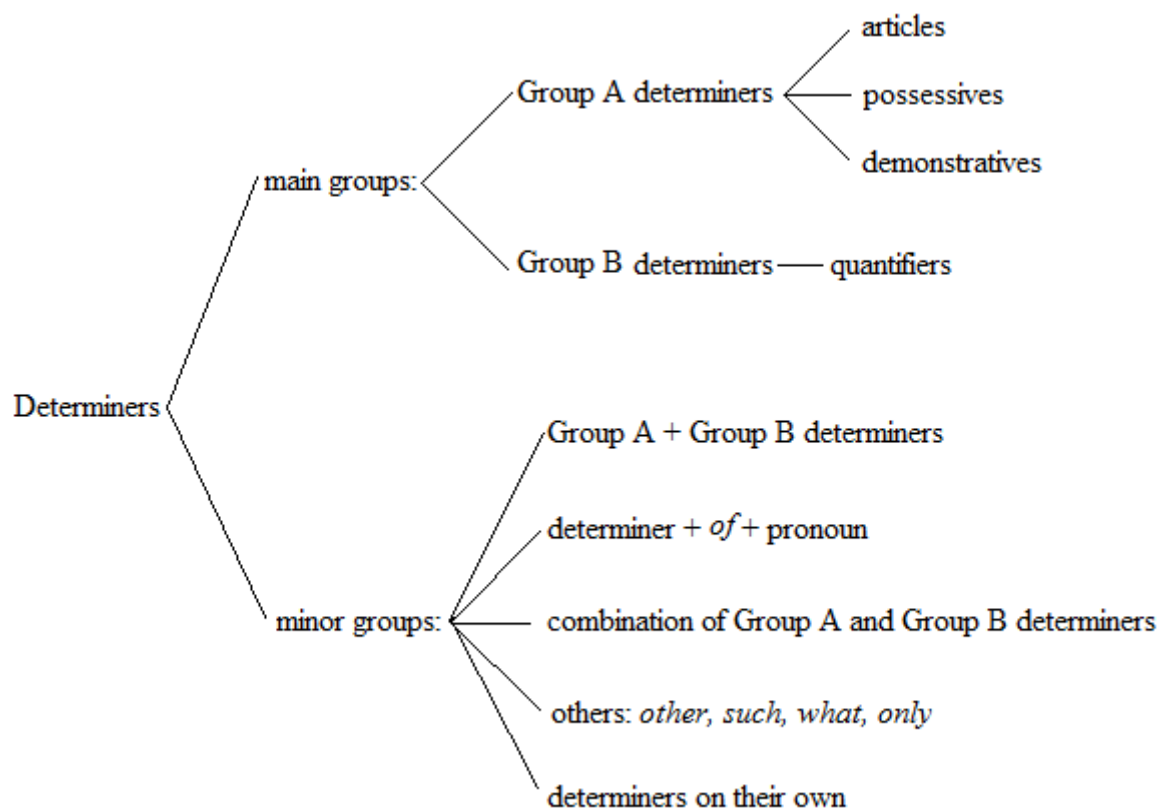


Figure 1: Classification of determiners by Swan (1996)

According to Swan, determiners are words like *a, the, this, my, some, every, either, several, enough*; they “come at the beginning of noun phrase, but they are not adjectives” (ibid.: 147), e.g. *the moon, this house, a nice day, every week, either arm, some problems, my fat old cat, several young students*, etc. Swan divides determiners only into two main groups, namely Group A determiners and Group B determiners. Apart from that he describes other minor types of determiners or their combinations.

Group A determiners are described as a group which helps to identify things, particularly to say whether those things are known or unknown to the hearer, whether the reference is to a particular thing or in general. Group A comprises three subgroups, namely articles, e.g. *a/an, the*, possessives, e.g. *my, your, his, her, its, your, our, their, one's, whose*, and demonstratives, e.g. *this, these, that, those*. The determiners belonging to the two subgroups of Group A cannot be put together. It can be said either *the house, my house* or *this house*, but not *this my house* etc. It is also possible to use nouns with possessive 's like determiners.

Group B determiners comprises mostly quantifiers, which expresses the amount that it is talked about, e.g. *some, any, no; each, every, either, neither; all, both, half; much, many, more, most, (a) little, less, least; a few, fewer, fewest; enough; several; what, whatever, which, whichever; one, two, three*, etc. Some of these determiners are used with singular nouns, e.g. *each*; some with plural ones, e.g. *many*; some with uncountable nouns, e.g. *much*; and some are used with more than one kind of a noun, e.g. *which*. There can be used two Group B determiners together providing that the combination makes sense, e.g. *every few days, all six novels, any more coffee*, etc.

Another group presented by Swan is Group A plus Group B determiners where there is or is not the preposition *of* used with determiners. Group B determiners can be used straight before nouns, which means without *of*, e.g. *any sugar, most people*. But when a Group B determiner is used before a noun with a Group A determiner, *of* must be used. This fact can be seen on following comparisons, e.g. *some people, some of the people; each child, each of my children; six green apples, six of the green apples*; etc. In some cases, it is possible to use *of* directly before a Group A determiner without any Group A determiner. These cases are with proper nouns and sometimes with uncountables which refer to the whole subject or activity. *No* and *every* cannot be used before *of*; *none of* and *every one of* are used instead, e.g. *no friends, none of my friends; every blouse, every one of these blouses*. *Of* can be omitted after *all, both* and *half* when the noun follows. But when the pronoun follows *of* must be used, e.g. *all (of) his ideas, both (of)*

my parents, but *all of us*, etc. When *each*, *every*, *either* and *neither* are directly followed by a noun without *of*, the noun is singular, e.g. *each tree*, but *each of the trees*; *neither partner*, but *neither of the partners*, etc.

Another group is composed of a determiner plus *of* with a pronoun. This concerns Group B determiners which can be also used with *of* before pronouns, e.g. *neither of them*, *which of us*, *most of you*, etc.

Another group is a combination of Group A determiners and Group B determiners, some of which can be used after Group A determiners. Those are *many*, *most*, *little*, *least* and *few*, e.g. *his many friends*, *a little time*, *the most money*, *the least time*, *these few poems*, *a few questions*, etc.

There are also other determiners which do fit neither into Group A, nor into Group B. These determiners are *other*, *such*, *what* (in exclamations) and *only*. Determiners *other* and *only* follow Group A determiners; *such* and *what* precede the article *a/an*, e.g. *my other sister*, *the only possibility*, *such a nice day*, *what a pity*; *many other problems*, *most such requests*, etc.

Swan is the only author who emphasizes that determiners can occur without nouns. This concerns nouns which have already been mentioned and therefore they are often dropped after determiners, e.g. *Do you know Orwell's books?* *I haven't read any.* *Have we got any tomatoes?* *A few.* etc. Plural determiners can be sometimes used without nouns referring to people in general, which is a rather old-fashioned form, e.g. *Many are called but few are chosen*. Also possessives can be used without nouns but the form differs – *mine*, *yours*, *hers*, *ours*, *theirs*, e.g. *That's mine*. *One's* and *its* cannot be used without nouns.

2.1.2 Leech and Svartvik (1975)

In their grammar book *A Communicative Grammar of English* (1975) Leech and Svartvik devote one whole chapter to the topic of determiners, where they describe their classification and use. Nevertheless, except for that one, there are several other parts concerning the topic as well. The explanations, the rules and the examples listed in the following section are taken from Leech and Svartvik's grammar book from pages 205 to 207, 225 to 230, 251, 261, 279 and 370.

In order to make the classification clearer, the figure which surveys Leech and Svartvik's classification of determiners is presented.

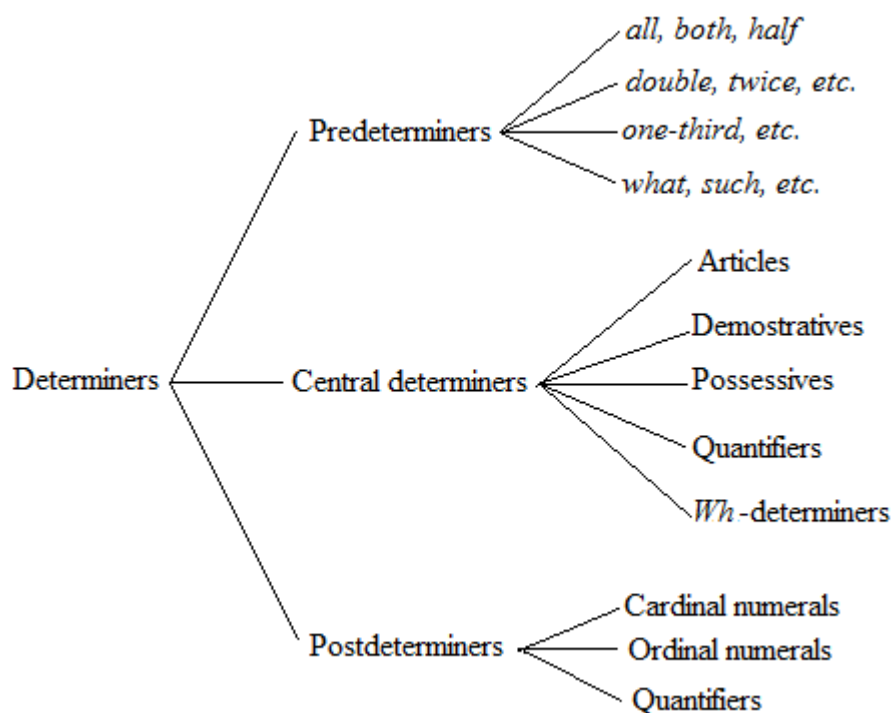


Figure 2: Classification of determiners by Leech and Svartvik (1975)

The main part is devoted to the definition and classification of determiners. According to Leech and Svartvik, determiners are “words which specify the range of reference of a noun in various ways, e.g. by making it definite (*the boy*), indefinite (*a boy*), or by indicating quantity (*many boys*)” (ibid.: 225). The choice of determiner depends on the type of a common noun. There are three classes of them, particularly singular count nouns, e.g. *bottle*; plural count nouns, e.g. *bottles*; and mass nouns, e.g. *music*. Proper nouns are usually used without any determiner.

Determiners always stand before the noun that they determine but the position differs, it is relative to one another. The category which is most important is that of central determiners, which includes articles. This category of determiners can be preceded by predeterminers and followed by postdeterminers.

The first group discussed are central determiners, which are divided into six groups. The first group are determiners used with all three classes of nouns (singular and plural count and mass nouns). This group comprises the definite article, possessives *whose, which(ever), what(ever)*, stressed *some* and *any* and *no*, e.g. *the pen, my pen, whose gloves, any pens, no friends*, etc. The second group are determiners which are used only with plural count and mass nouns. This group comprises the zero article, unstressed *some*, unstressed *any* and *enough*, e.g. *some apples, any clothes, enough rice*. The third

group is composed of determiners which are used only with singular count and mass nouns, and these are *this* and *that*. The fourth group of determiners connects only with singular count nouns. These are namely *a (an)*, *every*, *each*, *either* and *neither*. The fifth group comprises determiners used only with plural count nouns. These are *these* and *those*. The last group are determiners used only with mass nouns. This group comprises the determiner *much* only.

The use of articles was discussed earlier in the grammar book and since they are one subgroup of central determiners, the rules of their use will be explained here.

Leech and Svartvik say that “the Articles are a subclass of the determiners” (ibid.: 205). In English, there are two articles, the indefinite one, occurring in the form *a/an*, and the definite *the*. But in some cases, there is no article at all.

Leech and Svartvik mention that articles have several forms. The spelling of the indefinite article differs when the following word begins with a vowel. So it changes from *a* /ə/ to *an* /ən/. The definite article *the* differs only in pronunciation. When it is followed by a word beginning with a consonant, the pronunciation is /ðə/, when with a vowel, e.g. *the book*, *the girl*; the pronunciation of the definite article is /ði:/, e.g. *the egg*, *the uncle*, etc. But it concerns the pronunciation, not the spelling, e.g. *a European car* because the pronunciation is /ə jʊərə'piən/. On the contrary, some words beginning with *h* takes the indefinite article *an*, e.g. *an hour*, *an heir*. The articles also have the stressed forms, which differ in pronunciation, particularly *the* is pronounced as /ði:/, *a* as /ə/ and *an* as /æn/. The stressed form is often used to show some superiority or respect.

Then the use of articles is explained. The first rule of the use of articles is that it is possible to use the definite article with all kinds of nouns unless they are proper nouns, particularly it is with singular count nouns, e.g. *the child*; plural count nouns, e.g. *the children*; and (singular) mass nouns, e.g. *the milk*, *the gold*, *the knowledge*, etc. On the contrary, the indefinite article can only be used with singular count nouns, e.g. *a ball*. In the rest of the cases for indefinite meaning, namely plural count nouns and (singular) mass nouns, the zero article is used, e.g. *balls*, *gold*, *milk*. To make it clear, the summary table is presented here.

	Definite meaning	Indefinite meaning
Singular count	the ball	a ball
Plural count	the balls	(some) balls
Mass	the gold	(some) gold

Table 1: Summary of general rules for the use of articles with common nouns (adopted from Leech and Svartvik (1975) and slightly modified)

As regards articles, the next part discussed by Leech and Svartvik are common nouns shown in idiomatic expressions in contrast with examples with a regular use of the article. Institutions, etc. are used without article, such as *be in/go to bed, church, town, prison, hospital; be at/go to school college, sea (the) university; be at home, go home; be in town, leave town*. By contrast, there are examples of those that are used with an article. These are namely *lie down on the bed, walk towards the church, drive past the prison, look for the hospital, go into the school, the college is a new building, look out towards the sea, play against the university, approach the town*.

Also means of transport with the preposition *by* are used without any article, for example *travel/leave/come by bicycle, by bus, by car, by boat/ship, by train, by plane*. By contrast, these expressions are used with an article when used with other preposition, e.g. *ride on the bicycle, sit in the bus, sleep in the car, disembark from the ship, catch the train, board the plane*.

Times of the day and night are used without any article too, e.g. *they met: at dawn, at daybreak, at sunrise, at sunset, at noon, at midnight, at dusk, at twilight, at night, by night*. On the contrary, expressions *during the day, admire the sunrise/sunset, in the afternoon, invisible in the dusk, wake up in the night* are used with an article.

Another type of nouns used without any article are names of meals, e.g. *we will have/she arrived before breakfast, lunch, tea, dinner, supper*. Meals can also be used with articles in cases such as *Were you at the lunch for the chairman? Have you made (the) tea? She was preparing (the) dinner. The supper was cold. The dinner was well cooked*.

Last group of nouns used without an article are idiomatic expressions in the form of parallel phrases, e.g. *arm in arm, hand in hand, husband and wife, face to face*. But these words can also be used with an article in sentences like *He took her by the arm. What have you got in your hand? She's the wife of a famous artist. He punched me right in the face*.

As regards the use of articles in English, there must be an article with singular count nouns used as complements. However, after the verb *turn*, there is no article required, e.g. *She has turned traitor*. The indefinite article is used when the reference is indefinite, e.g. *Bill became a successful businessman. Mary always wanted to be a scientist*. The definite article is normally used when the reference is definite, e.g. *Mr Fillmore was regarded as the best mason in the village*. Nevertheless, when the noun stands for something unique as role, office or task, the definite article can be omitted, e.g. *Who's (the) captain of the team?* as well as when the noun phrase is in apposition, e.g. *Marry, wife of John, wasn't there before*.

The next group of determiners discussed are predeterminers. When they are combined with central determiners, they occur before them as can be understood from their name. Predeterminers are divided into four subgroups. The first one are predeterminers *all*, *both* and *half*. All these three predeterminers are used with plural count or mass nouns, e.g. *all these cans, all this rice, both (the) books, half the butter*, etc. The combination *all the* can occur with a singular count noun but it is better to use *the whole* or *all of the*, e.g. *all (of) the town, the whole town*. All these three predeterminers precede articles, possessives, or demonstratives. They cannot be used with other determiners expressing quantity, such as *every, either, neither, each, some, any, no* and *enough*, since they express quantity themselves.

Another type of predeterminers are *double, twice, three times*, etc. These expressions can be preceded by *a, every, each* and *per*, e.g. *once a week, twice each day, three times every month, four times per year*, etc. They occur with singular and plural count or mass nouns, which express degree, amount, etc., e.g. *She wanted at least double her salary*.

The following group of predeterminers discussed are fractions, such as *one-thirds, two-fifths, three-quarters*, etc. They can also be followed by the *of*-construction, e.g. *one-third (of) the time*; or by central determiners.

The last group of predeterminers are the expressions *what* and *such*. As predeterminers, they occur before an indefinite article with singular count nouns, and before plural count and mass nouns, they occur without any article, e.g. *such beautiful clothes, such a nuisance, What a nuisance! What awful weather!* etc. In this case *what* expresses exclamatory degree, what is different from its function as a central determiner, where it is an interrogative. The degree can be expressed by *rather, quite*, etc. which behave as predeterminers. *What* and *such* can also be called modifiers of noun phrases.

Then postdeterminers are described. They follow central determiners but precede premodifiers. Cardinal and ordinal numerals also belong to postdeterminers, as well as other various quantifiers. With the exception of the numeral *one*, the rest of cardinal numerals (*two, three, four*, etc.) occur only with plural count nouns, e.g. *one brother, two parents, three sisters*.

Ordinal numerals precede only count nouns. In the noun phrase, they usually precede any cardinal numeral, e.g. *The first three planes were American.*, but there are also cases where they do not, e.g. *He won three first prizes*. The group called general ordinals, comprising words such as *next, last, other, further*, etc., can stand either before or after ordinal numerals, differing in meaning, e.g. *His last/next two books were novels*. *His two last/next books were novels*. The word *another* can be explained as a combination of two determiners *an* and *other*.

Quantifiers are listed as the last group of postdeterminers. The expressions *many, (a) few, fewer*, and *several* precede only plural count nouns, e.g. *his many friends, very few people, few words, several cars*, etc. The expressions *much* and *(a) little* precede only mass nouns, e.g. *not much good weather, little evidence*. There is a difference in the meaning between *few/little* and *a few/a little*, e.g. *Hurry up. We've little time to waste.* and *Don't hurry. We've a little time before the train comes in*. For comparison, the determiner *more* is used, and it is so only with plural and mass nouns, and the determiner *less* with mass nouns, e.g. *There are more people this afternoon than yesterday*. Other determiners may precede them.

Quantifiers can also be expressed by the phrases *plenty of, a lot of, lots of*, which can be used with both plural count and mass nouns. The last two mentioned are informal, though. Phrases denoting quantity with the noun *number* occur only with count nouns in the plural, e.g. *a (great/large/good) number of students*. The phrases with the nouns *amount* and *deal* occur only with mass nouns, e.g. *a great/a good/a large/a small deal of/amount of money*.

Quantifiers end the separate chapter that describes only determiners. The following parts are taken from independent separate parts of the book where determiners are mentioned, though.

When discussing noun phrases later in their book, Leech and Svartvik mention determiners as possible modifiers for the head noun.

Even though Leech and Svartvik list possessives when describing central determiners, they discuss them further later in the book. It is said there that possessives

can also be used as determiners. They are usually used when referring to personal belongings and parts of the body, e.g. *I broke my leg, he changed his mind, there is a woman with her hat in her hand*. Possessives can be replaced by a definite article in prepositional phrases which relate to the object, e.g. *He took me by the hand, I was shot in the leg*.

The next separate part of the book devoted to determiners discusses quantifiers. According to Leech and Svartvik, they are determiners and pronouns which denote quantity or amount. Quantifiers as pronouns were discussed in the previous part of the book. Quantifiers as determiners can function as all predeterminers, central determiners or postdeterminers. Leech and Svartvik are the only authors that include quantifiers in all the three sections. There are five main groups of quantifiers and each of these groups can be further divided into subgroups, which are determiners, pronouns which can be followed by an *of*-construction and other pronouns. Only determiners will be discussed here.

Quantifiers which are determiners are shown in the following table:

	COUNT		MASS
	Singular	Plural	Singular
Group (A): determiners of inclusive meaning	<i>all</i> <i>every</i> <i>each</i> - <i>half</i>	<i>all</i> - - <i>both</i> <i>half</i>	<i>all</i> - - - <i>half</i>
Group (B): <i>some</i> and <i>any</i> words	<i>some</i> <i>any</i> <i>either</i>	<i>some</i> <i>any</i> -	<i>some</i> <i>any</i> -
Group (C): degrees of quantity/amount	- - - - - - -	<i>many</i> <i>more</i> <i>most</i> <i>enough</i> <i>(a) few</i> <i>fewer/less</i> <i>fewest</i> <i>several</i>	<i>much</i> <i>more</i> <i>most</i> <i>enough</i> <i>(a) little</i> <i>less</i> <i>least</i> -

Group (D): unitary	<i>one</i>	-	-
Group (E): negative	<i>no</i> <i>neither</i>	<i>no</i> -	<i>no</i> -

Table 2: Quantifiers which are determiners (adopted from Leech and Svartvik (1975) and slightly modified)

When talking about word-classes, determiners are part of minor word-classes, which means that the set of items of this group is closed, it cannot be extended by new members.

2.1.3 Greenbaum and Quirk (1990)

Greenbaum and Quirk are the authors who pay a great deal of attention to the grammar of determiners. In their grammar book *A Student's Grammar of the English Language* (1990), there is a section where it is possible to find the classification and all the rules concerning determiners, especially articles, the rules of which are most numerous. In their grammar book, we can also find a brief part which is separate from the rest where determiners are discussed in connection with pro-forms and ellipsis. Nevertheless, it will not be discussed in this work. The explanations, the rules and the examples in the following text are taken from Greenbaum and Quirk's grammar book from pages 70 to 92.

In order to provide a clear classification of determiners by Greenbaum and Quirk (1990), the following figure has been prepared.

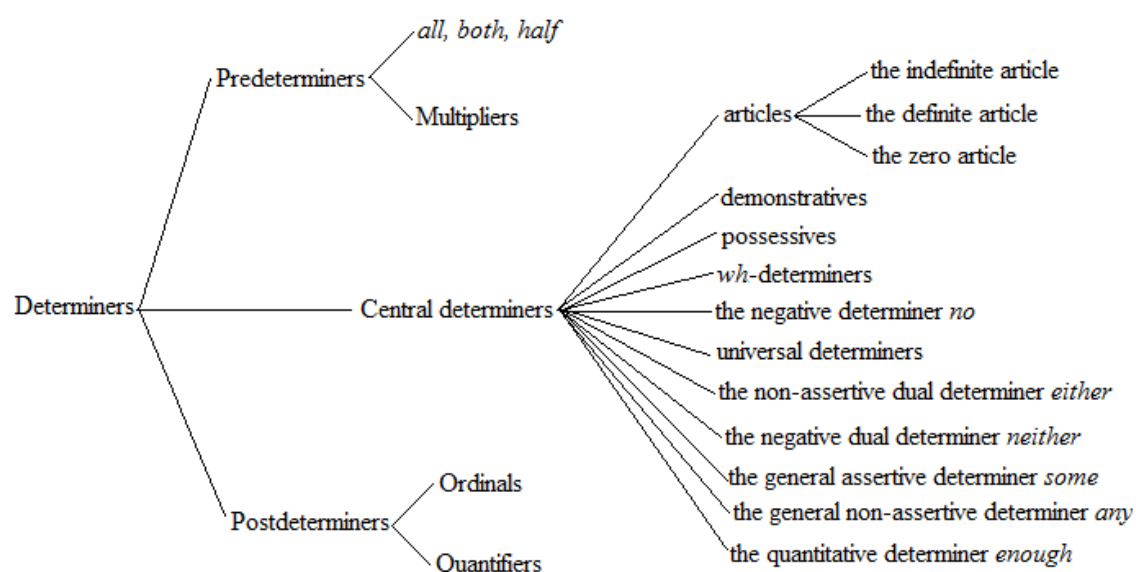


Figure 3: Classification of determiners by Greenbaum and Quirk (1990)

Determiners accompany noun phrases. Determiners are divided into three classes based on their position in the noun phrase, namely central determiners, predeterminers and postdeterminers.

The use of determiners is also dependent on the type of a noun. “The distinction between concrete and abstract nouns is important semantically” (ibid.: 70). However, whether the noun is countable or uncountable, or proper or common is important for the use of determiners. The following diagram taken from Greenbaum and Quirk (1990) could help understand the classification better:

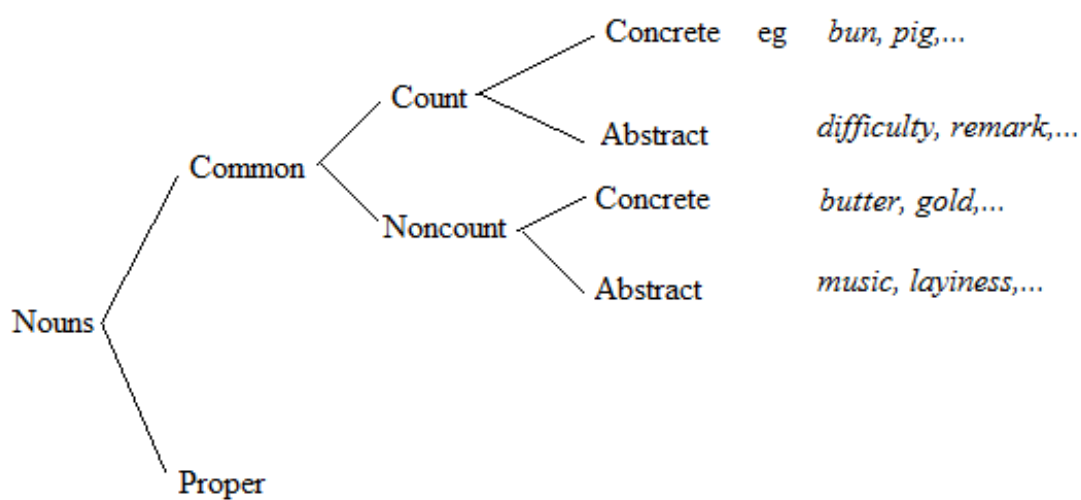


Figure 4: Classes of nouns (adopted from Greenbaum and Quirk (1990) and slightly modified)

Some nouns can function either as countable, referring to the units of the substance, or as uncountable, referring to the substance, e.g. *cake, brick*.

The first and the largest class discussed in this grammar book are central determiners. This group of determiners comprises articles, particularly the definite article *the*, the indefinite article *a* and the zero article, then demonstratives, possessives, *wh*-determiners, the negative determiner *no*, universal determiners, the non-assertive dual determiner *either*, the negative dual determiner *neither*, the general assertive determiner *some*, the general non-assertive determiner *any* and the quantitative determiner *enough*.

The correct use of articles is dependent on the class of the noun. Concerning the number of the noun, there is a system how to use articles. With singular nouns, the definite article is used with both countable and uncountable nouns, and the indefinite article is used with countable nouns. Singular uncountable nouns expressing indefiniteness are used with the zero article. Definite plural nouns are used with the definite article and

indefinite plural nouns are used with the zero article. The zero article is together with *a*, which is used with singular count nouns, counted as an indefinite article and it is analogous to *a* with noncount and plural count nouns.

Both *the* and *a* differ in form when they stand in front of the words beginning with a vowel. Nevertheless *the* does not change the form in writing, it changes just in pronunciation, which is /ðə/ before a consonant and /ði/ before a vowel. The form of *a* /ə/ with a noun beginning with a vowel is *an* /ən/. “With nouns beginning with h, the prevocalic forms are used if this is not pronounced” (ibid.: 73) as well as when stressing the article.

One of the other types of central determiners are demonstratives, which can be used with singular count, plural count and noncount nouns. *This* and *that* are used with singular count and noncount nouns and demonstratives *these* and *those* are used with plural count nouns.

Another type of central determiners are possessives, namely *my*, *our*, *your*, *his*, *her*, *its*, *their*, e.g. *I admire her books*.

Other central determiners are *wh*-determiners *which*, *whose*, *whichever*, *whatever*, *whosever*, which can be used as relatives, indefinite relatives or interrogatives. This is illustrated on following examples. *Please, come at noon, by which time I shall be back in my office. The woman whose book you reviewed is on TV tonight. They will disapprove of whatever music is played. Which house do you prefer?*

Other types of determiners are used only with singular count nouns, particularly the universal determiners *every* and *each*, e.g. *We need to interview every/each student separately.*, the non-assertive dual determiner *either*, e.g. *There is no parking permitted on either side of the street.*, and the negative dual determiner *neither*, e.g. *Parking is permitted on neither side of the street.*

Those central determiners occur only with noncount nouns, the general assertive determiner *some*, e.g. *I would like some bread.*, the general non-assertive determiner *any*, e.g. *We have not any bread left.*, and the quantitative determiner *enough*, e.g. *We have enough tools for the job.*

The second class which is described in the grammar book are predeterminers. According to Greenbaum and Quirk, predeterminers are mutually exclusive. They stand immediately before central determiners and are divided into two subgroups. The first one is composed of *all*, *both* and *half* and the second one are multipliers.

All, both, half share a positive characteristic, which means that they can stand before articles, demonstratives and possessives, e.g. *all the students, both these students, half our students*. But they have also a negative characteristic, which means that they cannot occur in front of determiners, such as *every, each, either, neither, some, any, no enough* since they are quantifiers themselves. There are also rules for their particular use. *All* is used with plural count and noncount nouns, e.g. *all the books, all music*. *Both* is used with plural count nouns, e.g. *both the books, both books*. *Half* is used with singular and plural count and noncount nouns, e.g. *half the book(s), half a book*, etc. Even though these three expressions are predeterminers, they can also be used pronominally, e.g. *All the students sat for theirs exam and all passed*. An *of*-phrase can follow all the three expressions, e.g. *All/Both/Half of the students*. *All* and *both* can also stand at the adverbial M position, e.g. *The students both sat for the exam*. *Half*, since it may be a modifier, creates pairs of words or institutionalized compound, e.g. *half an hour, half a bottle of wine*, etc. “Fractions other than half are usually followed by an *of*-phrase and must normally be preceded by a numeral or the indefinite article” (ibid.: 76), e.g. *half the book, a quarter of the book*.

Another group of predeterminers are multipliers. They have two types of use similarly to predeterminers. Provided that the following determiner is demonstrative, possessive or the definite article, the multiplier refers to the noun so determined, e.g. *twice the length, double the length, three times her salary*, etc. With the following determiner *each, every* or the indefinite article, the multiplier refers to a measure, e.g. *once a day, four times every year, twice each game*, etc.

The last group discussed in this grammar book are postdeterminers. They stand immediately after central determiners. But when there is no central determiner, the distinction is neutralized. Postdeterminers are divided into two classes: ordinals and quantifiers.

Ordinals comprises words such as *first, fourth, last, other*, etc., and quantifiers which are words such as *seven, ninety, many, few, plenty of, a lot of*, etc. When these two types are used together, ordinals precede quantifiers, e.g. *the first two poems, my last two possessions*.

There are several rules how to use *few* and *little*. *Few* is used only with plural count nouns, unlike *little* which is used only with noncount nouns. Both *few* and *little* have a positive meaning with the indefinite article and when used without *a* they both have a negative meaning.

After explaining the classification of determiners and the way how they are used, some further rules about the use of articles which are part of central determiners must be discussed here. This concerns their specific reference when using the definite, indefinite and zero article. The articles are also used in generic reference the rules of which will be discussed later.

When taking into account the specific reference, the first article discussed in the book is the definite article *the*, which “marks a noun phrase as *definite*” (ibid.: 77). This means that the knowledge of the thing being referred to is shared by both the speaker and the hearer. It can be also described as knowledge of the English grammar and of the world. This fact of shared knowledge is called situational reference. The situational reference is further divided into two kinds, namely immediate situation and larger situation.

The immediate reference is obvious because the thing which is discussed is physically present and visible, e.g. *Do you see the bird sitting on the lower branch?* But the situational reference can be aimed at something which is in the speaker’s and listener’s minds, e.g. *When the policemen had gone, I remembered that I hadn’t told him about the damaged window-pane.*

The larger situation is rather based on the general knowledge, e.g. *I do most of my travelling by overnight train, and of course in the dark one has no idea of what the countryside looks like.* Here the uniqueness is also treated as general knowledge and the unique words are used with a capital initial letter, e.g. *the Pope, the President, but the government.* The special use of the larger situation is the use of *the* for the sporadic reference and for the body. In sporadic reference, a phenomena of common experience is promoted institutional status, e.g. *You’ll probably see it in the paper tomorrow.* Talking about parts of the body, *the* is used in prepositional phrases replacing possessives, e.g. *I grabbed him by the arm.*

Another use of the definite article *the* can be determined by logical and grammatical factors. The uniqueness is recognized logically by the meaning. The uniqueness is premodified by superlatives, ordinals and similar restrictive items such as *sole*, e.g. *the next flight, the sole survivor, the most original painter*, etc. There are two kinds of the grammatical determination, namely anaphoric and cataphoric reference. In the anaphoric reference, *the* refers to something already mentioned in the preceding discourse, e.g. *Fred brought a radio and a video-recorder, but he returned the radio.* The anaphoric reference can be also indirect, which requires some general knowledge. This can be seen in the following example, where we know that a front door has a lock and to

open it we need a key. *When she tried to open her front door, she couldn't get the key into the lock.* The in the cataphoric reference implies that “the identity of the reference will be established by what follows” (ibid.: 79) in the discourse, e.g. *I am trying to find the book that I wanted to show you.* Greenbaum and Quirk are the only authors that refer to logical and grammatical factors in connection with articles, referring concretely to the anaphoric and cataphoric reference.

Next, when talking about the specific reference, the indefinite article is examined. It occurs with references which are not “regarded as uniquely identifiable from the shared knowledge of speaker and addressee” (ibid.: 79), e.g. *I am just to move into an apartment quite near where you live.* The usual use of the indefinite article is to mention something for the first time. There is an exception to the rule already mentioned that the parts of body take the definite article. When there are multiple parts of body that can be referred individually with the indefinite article.

The indefinite article *a/an* is often used to express an unstressed variant of the numeral *one*. When using *one*, a bigger emphasis is applied, e.g. *Our neighbours have two daughters and a/one son.* *One* also occurs when the conjunction follows.

The last use of articles to be commented on in connection with the specific reference is the zero article. With plural count and noncount nouns, the zero article together with *some* or *any* fulfils the role of the indefinite article. But the zero article can also refer to something definite. It occurs in the cases, where a phrase specifies a unique role or task and the presence or absence of *the* has little difference of meaning, e.g. *Maureen is (the) captain of netball this year. As (the) chairman, I must rule you out of order.*

Some idiomatically institutionalized expressions which are related to common experience are discussed. First type of these expressions are quasi-locatives where there is no article talking about role or activity which are meant to do in that location. This comprises expressions such as *be in/go to town, bed, church, prison; be at/go home; go to sea, college.* The use of the definite article or zero article frequently changes the meaning, e.g. *on stage* refers to a play, unlike *on the stage*, which refers to literal physical location.

Another type are expressions for transport and communication. When preposition *by* precedes, the zero article is used, e.g. *travel/come/go by bicycle, bus, train, car, plane; send it by telex, post, mail, satellite.*

With time expressions, the zero article is common, particularly after the prepositions *at*, *by*, *after* and *before*, e.g. *at dawn/sunset/night*, *by morning/evening*, *by day/night*, *before dawn/dusk*, etc. Talking about time expressions, *the* occurs only in less stereotyped expressions, e.g. *The sunrise was beautiful.*, unlike in stereotyped expression *They worked day and night*, where the article is not used. When discussing seasons, with the preposition *in* the definite article is used only when a particular season is meant, otherwise the zero article occurs.

As well as with time expressions, the zero article is also used with meals unless a particular one is meant. The difference can be seen in the following examples, *What time do you normally have breakfast/lunch/supper?* *(The) breakfast/lunch/dinner was served late that day.*

Unlike Swan (1996) and Leech and Svartvik (1975), Greenbaum and Quirk (1990) describe the use of articles with illnesses, which is also done by Alexander (1988). The zero article is usually used with illnesses, especially when it takes a technical medical name, e.g. *She has anaemia/ cancer/diabetes/influenza/pneumonia/toothache*. But *the* is used for diseases less technically designated, e.g. *She had (the) flue/hiccups/measles/mumps*. Nevertheless, with illnesses, there can also occur the indefinite article in expressions such as *a cold*, *a fever*, *a headache*, *a temperature*.

There are several fixed phrases corresponding to a certain idiomatic fixity which require the zero article. These comprise some common prepositional phrases such as *on foot*, *in step*, *out of step*, *in turn*, *in case of*, *by heart*, *with intent to*, *by reason of*. The zero article is also used in binominal expressions which are used adverbially, e.g. *They walked arm in arm/hand in hand/mile after mile/day in, day out*.

As already mentioned, there are specific rules for the use of articles in the generic reference, which Greenbaum and Quirk discuss quite broadly unlike the other authors. The generic reference means that not particular things are spoken about but the whole class is. To express the generic reference, three types of articles can be used, namely “*the* usually, and *a/an* always, with singular count nouns; zero with plural count nouns and with noncount nouns” (ibid.: 85), e.g. *The car/A car/Cars became an increasing necessity of life in the twentieth century*. Nevertheless, the zero article is the most natural way of expressing the generic reference. Some count nouns can function as noncount generics.

The function of the indefinite article in the generic reference is quite limited carrying a general partitive implication, e.g. *a* means *any*, which lose its generality.

The definite article used with singular nouns in the generic reference carries a rather formal tone. In the more general use, the definite article *the* is found with dances and musical instruments, e.g. *Marianne plays the harp, frequently accompanied by her brother on the piano. Do you remember when everyone was keen on the rumba? The* is typically used with plural nouns to express the generic meaning, when it is talked about nationalities or ethnic groups, e.g. *the Chinese*, or with phrases containing an adjective head with human reference, e.g. *the affluent, the blind*, etc. Nevertheless, nationalities distinguishing singular and plural form are treated differently. But the generality in both cases could be argued.

The special use of articles and the last one discussed in Greenbaum and Quirk's grammar book is the one with proper nouns, which is additional and quite detailed in comparison with the other authors. However, Thomson and Martinet (1986) discuss the use of articles with proper nouns as well. Proper nouns are names of particular people, places and institutions reflecting their uniqueness. In writing, they occur with initial capitals. They can be composed either of one word or longer phrases. The definite article *the* often forms part of the name with or without premodifying items, e.g. *The Hague*. Phrasal proper nouns are grammatically invariant and treated as a unique whole, e.g. *The New York Times*.

Proper nouns naturally do not take determiner and features as number contrast. Nevertheless, there are many exceptions to these rules. Even though the referent is unique, different referents can convey the same name. Moreover, nouns and phrases carrying the name may be used as common nouns.

The definite article *the* is also used in names with *the* in classes. This contains some titular names of person and deities, e.g. *the King of Sweden, the Queen, the Lord of Hosts, the God of Israel, the President of General Motors*, etc. Next type are geographical names of plural form, namely groups of islands, e.g. *the Hebrides, the Bahamas*; and mountain ranges, e.g. *the Himalayas, the Pyrenees*, but also *the Netherlands, the Midlands* and *the Dardanelles*. Names of rivers, canals, expanses of water and areas of territory are also used with the definite article, e.g. *the (River) Thames, the Rhine, the Atlantic (Ocean), the Baltic (Sea), the Sahara (Desert)*, etc. It is important to remember that names of lakes are used without any article. Another type are geographical names of the form *the N₁ of N₂*, e.g. *the Cape of Good Hope, the Isle of Man, the Bay of Naples*, unlike *Long Island* or *Hudson Bay*. These names with *the* in classes also contain the names of theatres, galleries and major buildings, etc., e.g. *the Aldwych (Theatre), the*

Huntington (Library), the Ashmolean (Museum), the Middlesex (Hospital), the Taj Mahal, the Hilton (Hotel), etc.; as well as the names of ships and aircraft, which are less common, e.g. *the Queen Mary, the Mayflower*; and the names of journals, e.g. *The Economist, The Times, The New York Review of Books*. If the name requires a premodification, the article is omitted, e.g. *today's Times*.

Names are also used without an article. According to Greenbaum and Quirk, it is important to understand that in this case it is no article, not the zero article. "There are two major classes of names to consider: names of persons and names of places" (ibid.: 90).

Personal names comprise forenames, family names, combinations of forenames and family names and combinations involving a title.

Personal names are also called first, given or Christian names. They are used alone within the family and friends, e.g. *It's good to see you, Frank; how are you?* Family names, also known as surnames, are used on their own only in particular male circles and in 3rd person discourse, which is rather formal, and expresses distance, for example the historical reference, e.g. *The theories of Keynes continue to be influential*. Combinations of forenames and family names are chiefly used in self-introduction and in 3rd person reference.

Locational names are used without an article either. These comprise designations such as extraterrestrial, e.g. *Jupiter, Mars*, unlike *the moon, the sun*; continents, e.g. *Asia*, countries and provinces, e.g. *(Great) Britain, Canada, Ontario*, unlike *the United Kingdom*; lakes, e.g. *Lake Michigan, Loch Ness*, mountains, e.g. *Everest, Snowdon*, cities, e.g. *New York, Stratford-upon-Avon*; and streets and buildings, e.g. *Fifth Avenue, Park Lane, Waterloo Station, Oxford Street*.

Unlike the other authors, Greenbaum and Quirk (1990) pay a great attention to the special use of articles before nouns relating to region and nationality. For example, Alexander (1988) only mentions them. Many of them yield to the same pattern of corresponding adjectives and noun forms. This will be illustrated on the name *Russia*. A general adjective created from *Russia* is *Russian*, e.g. *A new Russian spacecraft has just been launched. Both the men are Russian*. The form of the language name is *Russian*, e.g. *She reads Russian but she doesn't speak it very well*. When talking about a singular noun with specific reference, the form *a Russian* is used, e.g. *He is a Russian, I think*. For plural nouns with a specific reference, the form *Russians* is used, e.g. *There are several Russians among my students*. When talking about plural nouns used generically, the form *the*

Russians is used, e.g. *The Russians are deeply patriotic people*. The rest of forms is normally predictable from the first form, e.g. *Greece, Greek, Greek, a Greek*, etc. These rules are also applied to *Africa – African, Asia – Asian, America – American, Australia – Australian, Belgium, Europe, Hungary, Norway, Israel, Brazil, Germany, Italy, Iraq and Pakistan*.

There are also name sets with irregularities. Forms I and II, being always identical, end in *-ese* or *-ish* (*-sh*, *-ch*). Form V uses the same form. Form III is expressed by form I plus a noun, e.g. *Chinese lady*, or by a distinctive noun form, e.g. *a Spaniard*. Forms III and IV with form I ending *-ish* are traditionally *-ishman*, *-ishmen*.

Main irregular sets Quirk et al. illustrate are shown in the table below:

	I and II	III	IV	V
China	Chinese	a Chinese (citizen)	Chinese (people)	the Chinese
Japan	Japanese	a Japanese (N)	Japanese (Ns)	the Japanese
Portugal	Portuguese	a Portuguese (N)	Portuguese (Ns)	the Portuguese
Vietnam	Vietnamese	a Vietnamese (N)	Vietnamese (Ns)	the Vietnamese
Switzerland	Swiss	a Swiss (N)	Swiss (Ns)	the Swiss
Britain	British	a British (N)	British (Ns)	the British
England	English	an Englishman	Englishmen	the English
Ireland	Irish	an Irishman	Irishmen	the Irish
Wales	Welsh	a Welshman	Welshmen	the Welsh
France	French	a Frenchman	Frenchmen	the French
Holland; The Netherlands	Dutch	a Dutchman	Dutchmen	The Dutch
Scotland	Scots	a Scotsman	Scotsmen	the Scots
Denmark	Danish	a Dane	Danes	the Danish
Sweden	Swedish	a Swede	Swedes	the Swedish
Finland	Finnish	a Finn	Finns	the Finnish
Poland	Polish	a Pole	Poles	the Polish
Spain	Spanish	a Spaniard	Spaniards	the Spanish

Table 3: The chief irregular sets of nationality names (adopted from Greenbaum and Quirk and slightly modified)

2.1.4 Alexander (1988)

In Alexander's grammar book *Longman English Grammar* (1988), there is only a brief classification of determiners. Moreover, the rules and examples concern only articles, which represent only one part of determiners. The explanations, the rules and the examples shown below are taken from Alexander's grammar book from pages 55 to 70.

In order to understand Alexander's classification of determiners, the following figure is provided.

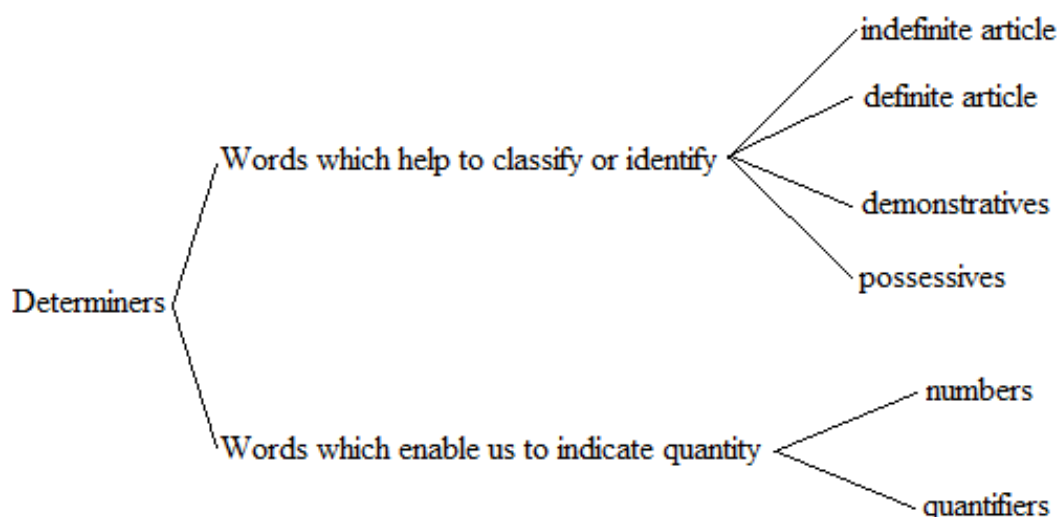


Figure 5: Classification of determiners by Alexander (1988)

According to Alexander (1988), determiners are words which are used in front of common nouns and which have an influence on the meaning of the noun. They clarify the amount of the substance or which thing is talked about. There can also be an adjective in front of the noun instead of a determiner.

“Singular countable nouns normally have a determiner in front of them” (ibid.: 55). The author distinguishes two classes of determiners. In the first one there are words which serve to classify or identify, namely the indefinite article, definite article, demonstratives and possessives. The second class comprises words which serve to indicate quantity, namely numbers and quantifiers.

When discussing articles, there are distinguished three types: the indefinite article *a/an*, the definite article *the* and the zero article. Unlike in other languages, the gender does not influence the choice of the articles in English. But singularity/plurality may do so. The case when an article is not used is called the zero article. The problems come when choosing which article is appropriate to use in a particular case.

The choice of articles is influenced by three factors which are countability/uncountability, generality of the statement and the reader's positive (non)identifying of that we are referring to.

There are several rules how to employ articles with countable or uncountable nouns. In front of a singular countable noun, there can be used *a/an* or *the*: *a hat* – *the hat*. In front of a plural countable nouns, the definite article *the* or the zero article can be used: *the hats* – *hats*. In front of an uncountable noun, there can be used *the* or the zero article.

There is a fixed word order concerning the use of determiners. "We usually put only one determiner in front of a noun or noun phrase; and the determiner is nearly always the first word in a noun phrase" (ibid.: 56), e.g. *a new pen*. Here are listed determiners of which two cannot be used together before a noun: *a, the, this, that, these, those, my, your, his, her, Susan's*, etc. Only predeterminers can come before articles and other determiners, such as *both, all*, etc.

The first article the particular rules of which are discussed in the grammar book of Alexander is the indefinite article *a/an*. It is used only with singular nouns to classify or identify, or to express quantity. With plural nouns the zero article is used to classify/identify and *some* is used to express the quantity.

Whether *a* or *an* is used is influenced by the pronunciation of the following word. "A (pronounced / ə / in fluent speech) is used before consonant sounds (not just consonant letters), *an* / ən / is used before vowel sounds (not just beginning with the vowel letters, a, e, i, o, u), e.g. This is a U. This is an H" (ibid.: 57). Some words with *h* as initial letter can be preceded by *a* or *an*, depending on the speaker's pronunciation. When the word is used with *an*, *h* is not pronounced or it is pronounced softly. To speak with emphasis the pronunciation /eɪ/ for *a* can be used.

There are two cases when the indefinite article *a/an* can be used. The first one is that the meaning is indefinite, so the article has the meaning of *any*, and the second one is that *a/an* can be used only with singular countable nouns.

A/an can be used to express an example of the class, namely general statements and descriptive labels. "General statements with *a/an* often take the form of definition" (ibid.: 58), e.g. *A cat is a domestic animal*. The meaning is the same as in the sentence *Cats are domestic animals*, where it is not referred to one animal but to the whole species. Descriptive labels serve to classify people, namely their origin, occupation, religion and politics, e.g. *He is a Frenchman. She is a doctor. She is a Catholic*. etc., or to classify

animals, things, such as objects, insects and plants, e.g. *It is a rose. It is a bottle-opener.* etc. The article *a/an* can also refer to an example of the class, e.g. *He is a Picasso. It is a Dickens novel* or to refer to a certain person. In this case *a/an* is used before the title (Mr, Mrs, etc.) of a certain person that someone does not know.

Another use of the article *a/an* is to express the quantity – meaning ‘only one’, e.g. *I would like an apple.* i.e. only one; it does not matter which. In the plural *a/an* is substituted by *some* or *any*. Nevertheless *a/an* and *one* is not interchangeable, except when referring to whole numbers, fractions, money, weight/measure and some expressions. *One* is used for counting but cannot be used to mean ‘any one’.

A/an is also used in front of the countable noun which is mentioned for the first time. There is an assumption that the listener does not know the thing which is referred to. When speaking about the same thing for the second time, the definite article is used.

The last case where the indefinite article is used is with reference to illnesses/conditions. In these expressions the indefinite article is compulsory: *a cold, a headache, a sore throat, a weak heart, a broken leg.* In the expressions listed here the indefinite article is optional: *catch (a) cold, have (a) backache/stomach-ache/toothache, (an) earache.* With illnesses which are uncountable or in plural we use no article at all.

The second use of article the particular rules of which are discussed is the definite article *the*. It “never varies in form whether it refers to people or things, singular or plural” (ibid.: 61), so it does not differ in form but it does in pronunciation. There are two different ways how to pronounce *the*. The first one /ðə/ is before consonant sounds and the second one /ði:/ is in front of vowel sounds. The second type of pronunciation of *the* is also used to emphasize the noun which follows the article.

There are two basic facts that must be considered when using *the*. “*The* normally has a definite reference (i.e. the person or thing referred to is assumed to be known to the speaker or reader)” and “*the* can combine with singular countable, plural countable, and uncountable nouns (which are always singular)” (ibid.: 62).

According to Alexander, *the* is used for classifying, specifying, in time expressions, with unique items and other than place names. There are also other references where *the* is used.

When classifying, there are three ways how to make general statements. The first one is a definite article with a singular noun, the second one is a zero article with a plural noun and the third one is the already mentioned way while talking about indefinite article, an indefinite article with a singular noun. These three types quite differ in meaning.

When referring to nationalities as whole groups, the definite article is used with some nationality adjectives, especially those which end in *-ch*, *-sh* and *-ese*, e.g. *The British* means the British people in general. The definite article can be replaced by the zero article or by quantifiers and numbers. The definite article is also used to talk about nationalities in the form of plural names.

When making general statements about specified groups, the definite article is used with collective nouns or plural countables, e.g. *the police*, *the public*.

Another use of the definite article is for specifying. “When we use *the*, the listener or reader can already identify what we are referring to, therefore *the* shows that the noun has been specified by the context/situation or grammatically” (ibid.: 63). There are several types of expressing specification. One of them is back-reference when the reference is to something that has already been mentioned. Another type of specification is by using the expression *the* + noun + *of*, e.g. *the life of Napoleon*. Another way to specify is when there is a clause or a phrase following the noun phrase with the definite article, which specifies it. The last type of specification is based on the context, e.g. *Who is at the door? – It is the postman*.

There are expressions which always require the definite article *the*. These are locations that are one of a kind, namely *the earth*, *the sea*, *the sky*, *the sun*, *the moon*, *the solar system*, *the galaxy* and *the universe*. Then also things, e.g. *the salt*, and parts of a whole, such as a human being – *the body*, *the brain*, *the head*, *the stomach*, etc., a room – *the door*, *the floor*, an object – *the back*/*the front*, *the centre*, a town – *the shops*, *the streets*, and an appliance – *the on/off switch*.

Another use of the definite article *the* is in time expressions, such as time sequences, e.g. *the beginning*, *the middle*, *the end*, *the next*, *the following day*, etc., parts of the day, e.g. *in the morning*, *in the afternoon*, with the seasons *the* is optional, e.g. *(the) autumn*, in dates in spoken production, e.g. *May 24th* will be spoken as *May the 24th*, and in fixed expressions, e.g. *at the moment*, *all the while*, *for the time being*, *in the end*, etc.

The definite article *the* is also used with unique items and place names. This includes institutions and organizations, e.g. *the Boy Scouts*, historical events, e.g. *the French Revolution*, ships, e.g. *the Titanic*, documents and official titles, e.g. *the Queen*, political parties, e.g. *the Labour Party*, public bodies, e.g. *the Government*, *the Police*, the press, e.g. *the New Yorker*, titles of books, films, etc., beliefs, e.g. *the gods*, *the angels*, climate, the temperature, etc. and the species, e.g. *the dinosaurs*, *the human race*, etc.

Other cases where *the* is used are superlatives, musical instruments, fixed phrases with *the...the* and fixed expressions, e.g. *do the shopping*.

A large section of Alexander's grammar is devoted to the zero article. Even though there is no article, it got the name owing to its frequency, so it should not be regarded as the use of no article but as the use of the zero article.

There are three basic types of uses of the zero article. It is used with three types of nouns, namely plural countable nouns, uncountable nouns and proper nouns. But they can occur before countable nouns and uncountable nouns to talk about specific items as well as before names in specific cases, e.g. *The Chicago of the 1920s was a terrifying place*.

General statements are frequently expressed without articles either with plural countable nouns, which "can be modified by adjectives and other phrases" (ibid.: 66), or uncountable nouns, which can be modified equally.

As already stated, unique items are used with the definite articles but when talking about unique items meaning proper nouns, the zero article is used, including names of people, particularly first names, surnames, full names and initials. But there is a possibility to modify nouns by adjectives.

The zero article is also used with titles. They are immediately followed by a first name or surname, e.g. *Mr/Mrs/Miss/Captain/Professor/Major Rogers*, etc. However, there are also titles that are not followed by a name, e.g. *Headmaster, Matron, Madam* and *Sir*. The last two mentioned serve as forms of addresses. Titles which can be used both with names or without them are titles connected to relation, e.g. *Uncle, Aunt*. Other titles which are used on their own as types of addresses are *Mother, Mum/Mom, Mummy/Mommy, Father*, etc.

"Adjectives can be used in front of many titles" (ibid.: 67), e.g. *kind Aunt Lucy, mad Uncle Bill*, etc. In familiar reference, there is no article required, e.g. *Poor old George*. *The* is optional and often omitted when the title is a complement: *Wilson became (the) President of the USA*. There is no *the* when *as* is used or implied: *Wilson was elected President of the USA*.

Another case of the use of proper nouns with the zero article are days, months, seasons and holidays, e.g. *Monday, Christmas, Spring*, artists and their work, e.g. *Bach, Leonardo*, and academic subjects and related topics, e.g. *Biology, History, Physics*, etc.

Later in his book, Alexander enumerates other combinations where the zero article is used. It is used for times of the day and night, which is usually in combinations with

the prepositions *at*, *by*, *after*, e.g. *at dawn*, *at sunrise*, *by day*, for meals, e.g. *breakfast*, *lunch*, *supper*, in fixed phrases, e.g. *arm in arm*, *face to face*, *from top to bottom*, for pairs joined by *and*, e.g. *day and night*, *father and son*, *husband and wife*, with *what* and *such*, for unspecified quantity, which means omission of *some* or *any*, for transport, e.g. *by bicycle*, *by bus*, *by car*. An exception is when the means of transport that are specified. In that case an article is used. The zero article is also used for special category of nouns where the zero article is used when it is referred to the primary purpose, which means it serves to the activity associated with that place. Here are listed the nouns mentioned in the book: *bed*, *church*, *class*, *college*, *court*, *hospital*, *market*, *prison*, *school*, *sea*, *town*, *university* and *work*. The difference can be seen on the following example. *He is in bed.* *Your bag is under the bed.*

An interesting piece of information that does not occur in grammar books by the other authors is that there can be deliberate omission of the article in everyday life to save time, money and space, namely in newspaper headlines, nouns in apposition, small ads, notes, shopping lists, instructions, labels, etc.

The special case of the use of articles that other authors do not mention at all is an apposition. Which article is used in the apposition can influence the meaning. In the example *D.H. Lawrence, an author from Nottingham, wrote a book "Sons and Lovers"*; the author implies that the reader may have not heard about Lawrence, while in the example *D.H. Lawrence, the author of "Sons and Lovers", died in 1930*; the author implies that many readers have heard of Lawrence, or at least "*Sons and Lovers*" and in the example *D.H. Lawrence, author of "Sons and Lovers", died in 1930*; the author implies that everyone has heard of Lawrence.

With place names, either the zero article or *the* can be used. The majority of place names are used with the zero article but there are particular uses where the definite article is used.

As regards the comparison with the classifications provided by the other authors, which comprise predeterminers, central determiners and postdeterminers, Alexander mentions only predeterminers with the discussion of particular rules.

2.1.5 Huddleston (1984)

In Huddleston's grammar book *Introduction to the Grammar of English* (1984), determiners are mentioned when discussing some other grammar issues. However, they are also explained separately, namely in the part about nouns and noun phrases. The

explanations, the rules and the examples listed in the following text are taken from Huddleston's grammar book from pages 233 to 236.

It must be stated here that only the part treating determiners as a separate topic will be discussed. According to Huddleston (1984), determiners are closed-class words such as *the, a, some, any*, etc., or expressions such as *a few, my uncle's, how much*, etc. A noun phrase can contain from none to even three determiners, e.g. *ideas, his ideas, his many ideas, all his ideas* and *all her many ideas*. If there is more than one determiner, the order is fixed. Thus three positions of determiners have to be distinguished.

For the sake of the easier understanding of Huddleston's classification of determiners, the following figure is presented.

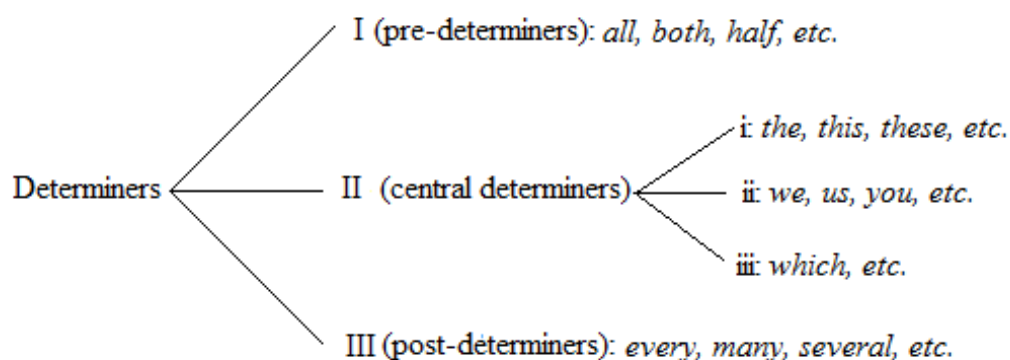


Figure 6: Classification of determiners by Huddleston (1984)

Huddleston labels these positions only as I, II and III. He shows an example of the noun phrase. At the beginning there are determiners in order I, II, III, then there is a modifier and a head. Then he classifies particular words belonging to the groups of determiners. Group I contains words such as *all, both, half, one-third, three-quarters, double, twice, such, what*, etc. Group II contains i) *the, this, these, that, those, then* ii) *we, us, you*, etc.; and iii) *which, what, a, another, some, any, no, either, neither, each, enough, much, more, most, less, a few, a little*. Group III includes words such as *every, many, several, few, little, one, two, three*, etc.

Nevertheless, not many combinations from all positions are permitted. Position II is considered to be the most basic because it is the position of the definite article and the demonstratives *this* and *that*. Here Huddleston mentions the term central determiners for the position II, and predeterminers and postdeterminers for positions I and III. Items *some, any, each*, etc. cannot be combined with any other determiner, so they take position II contrasting to the definite article *the*.

There are some restriction of combinations of positions I and III with the position II. *All* and *both* occur only with position II – i, ii, or alone, e.g. *both these points*, *all you women*, *all the wine*. Exclamative *what* and *such* can occur only with the indefinite article or alone, e.g. *what/such a nuisance*, *what/such fine singing*. *Many* occurs only after Group II – i or alone, e.g. *the many mistakes*, *many people*, *those many crimes*, etc. *One*, *two*, *three*, etc. can occur after Group II – i, ii, *which*, *any*, *no*, or *alone*, e.g. *you two girls*, *the four sons*, *those three books*, *which one article*, etc.

A determiner does not have to be composed of one word. Thus the difference between a sequence of determiners and one determiner composed of a sequence of words has to be distinguished. The second case will be discussed. For example *a few* is counted as one single determiner because *a* goes with *few*, not the noun. *A few* means not many, a small number of something. There is a difference between *few* used with or without the indefinite article. It is the same with *a little/little*. *A few/a little* represent a small amount in the positive way unlike *few/little* which are rather negative and represent the expression not *much*. On the contrary, noun phrases like *her few mistakes* or *these few mistakes* are composed from two determiners, so *her* and *these* are not dependent on *few*.

The degree of *many*, *much*, *few* and *little* can be modified by *as*, *how*, *so*, *this*, *that*, *too* and *very*. When *that* is dependent on the head noun, it accords in number but when it is dependent on *much*, *many*, it remains invariable, e.g. *that much confusion*. Degree expressions can contain their modifiers such as *far too few* where *far too* is modifier of *few*. All degree expressions *as*, *how*, *so*, *this*, *that*, *too* and *very* can modify both adjectives and adverbs. The difference between determiners and adjectives *more* and *less* is that they themselves function as determiners, e.g. *more mistakes*.

There are also fixed expressions such as *many a*, e.g. *many a soldier*, in which the indefinite article cannot be omitted and *many* is a modifier. Another example are cardinal numerals used as heads of phrases that contain their own determiner, e.g. *another two candidates*, *the first four miles*, *an enjoyable three days*. The numerals usually cannot be omitted in these cases but for example *an enjoyable* and *another* can be.

Almost and *nearly* can occur in all the three positions, e.g. *almost one-third his salary*. Similarly, it is possible that *not* modifies fractions, *all*; *much*, *many*, *every*, *enough*.

Other parts only mention determiners when discussing some other grammatical features, such as pronouns, pronouns and ellipsis, adjectives and adjective phrases, etc.

2.2 Grammar book referring to determiners in separate parts

Only one of the grammar books chosen discusses determiners in separate independent parts. This grammar book will be discussed in the following section.

2.2.1 Thomson and Martinet (1986)

Concerning determiners in Thomson and Martinet's grammar book *A Practical English Grammar* (1986), the index refers to several parts dealing with particular determiners but does not make reference to the whole topic of determiners. Therefore when particular determiners are described, namely *a/an*, *either/neither*/, *my/your/his/her*, *the* and *this/that/these/those*, the word determiner is not mentioned any more. The explanations, the rules and the examples that are listed below are taken from Thomson and Martinet's grammar book from pages 15 to 23, 66 to 67 and 75.

Articles are the first issue that is referred to, together with *one*, *a little/a few*, *this* and *that*.

An indefinite article has two forms, namely *a* and *an*. *A* is used when the following word begins with a consonant, or a vowel with a consonant sound, e.g. *a man*, *a hat*, *a university*, *a one-way street*, etc. *An* is used when the following word begins with a vowel or *h*, e.g. *an apple*, *an island*, *an uncle*, *an hour*, *an egg*, etc., or individual letters being pronounced with a vowel sound, e.g. *an L-plate*, *an MP*, etc. The forms *a* and *an* are the same for all genders.

There are several rules when the indefinite article *a/an* is used. The first case where the indefinite article is used is before singular countable nouns mentioned for the first time that do not represent any particular person or thing, e.g. *They live in a flat*. *He bought an ice-cream*. It is also used before singular countable nouns that are presented as an example of a class of things, e.g. *A car must be insured*, which means that all cars must be insured. *A child needs love*, which means that all children need it, etc. The indefinite article is also used with a noun complement, which includes names of professions, e.g. *It was an earthquake*. *She'll be a dancer*. *He is an actor*. Next it is used in certain expressions of quantity, e.g. *a lot of*, *a couple*, *a dozen*, *a great deal of*, etc. Certain numbers are used with *a/an*, e.g. *a hundred*, *a thousand*; and before *half* when there is a whole number after that, e.g. *one and a half kilos*, but *half a kilo*. Sometimes *a plus half* and a noun is possible, e.g. *a half-holiday*, *a half-portion*, etc. *A* is usual with fractions,

e.g. *a third*. In expressions of price, speed, ratio and others the indefinite article is used, e.g. *sixty kilometres an hour, 10p a dozen, four times a day*, etc. Another case where the indefinite article is used is in exclamations before singular countable nouns, e.g. *What a pretty girl! Such a long queue!* *A/an* can be also used before *Mr/Mrs/Miss* with surname where it implies that the person is a stranger to the speaker, e.g. *a Mr Smith*.

There are also several cases where the indefinite article *a/an* is omitted. The first case is before plural nouns because *a/an* does not have a plural form. This means that plural of *a dog* is *dogs*. The indefinite article is also omitted before uncountable nouns and before names of meals, e.g. *We have breakfast at eight*, unless it is preceded by an adjective, e.g. *He gave us a good breakfast*. In the case of meals the indefinite article is used with special meals celebrating something or someone's honour, e.g. *I was invited to a dinner given to welcome the new ambassador*.

The indefinite article *a/an* can be substituted by *one* in some cases, which can have two forms. The first form is *one* as an adjective. *One* as well as *a/an* can be used when measuring or counting time, weight, distance, etc., e.g. *a/one pound*. But normally, in other types of statements, *a/an* and *one* are not interchangeable because *one* usually means only one, unlike *a/an*. *One* has also some special uses, which are with *another/others*, before *day/week/month/year/summer/winter* etc., before the name of the month or day denoting a particular time, e.g. *One night there was a terrible storm*, and the collocation *one day* can also refer to some future day. The second form is *one* as a pronoun equivalent to *a/an*, e.g. *Did you get a ticket? Yes, I managed to get one*. Its plural form is *some*.

Another type of determiner that is discussed is the definite article *the*. It has only one form which is the same for all genders as well as singular and plural, e.g. *the girl, the girls, the boy, the boys*, etc. However, the other authors mention here two ways of its pronunciation.

The definite article is used in particular cases. The first one is "when the object or group of objects is unique or considered to be unique" (ibid.: 19), e.g. *the sky, the earth, the stars*, etc. It is also used before a noun that becomes definite for being mentioned for the second time, e.g. *His car struck a tree; you can still see the mark on the tree*. Another case where the definite article is used is before a noun which is made definite by adding a phrase or clause, e.g. *the girl in blue, the place where I met him, the man with the banner, the boy that I met*, etc. Another case is before a noun that can represent only one concrete thing because of locality, e.g. *Ann is in the garden. Please pass the wine*. etc. The definite

article is used before superlatives, *only*, and *first*, *second* and others being used as adjectives or pronouns, e.g. *the best day*, *the only way*, *the first (week)*, etc.

The can also represent a class of animals and things connected with a singular noun, e.g. *The whale is in danger of becoming extinct.*; comprising also *the* before a member of a certain group of people, e.g. *The small shopkeeper is finding life increasingly difficult.* The exception is the noun *man* which has no article when used to represent the whole human race. *The* used with a singular noun takes a singular verb. The substituting pronoun are *he*, *she* or *it*, e.g. *The first class traveller pays more so he expects some comfort.*

The with an adjective represents a class of persons, e.g. *the old*, which means old people in general.

Another issue that is discussed in the grammar book by Thomson and Martinet (1986) is the definite article used with proper names. Before particular proper names of seas, rivers, chains of mountains, groups of islands, plural names of countries, regions and deserts, the definite article is used, e.g. *the Atlantic*, *the Netherlands*, *the Sahara*, *the Thames*, *the Crimea*, *the Azores*, *the Riviera*, *the Alps*, etc. *The* is also used before certain other names, e.g. *the City*, *the Hague*, *the Mall*, *the Yemen*, *the Sudan*, etc. The definite article is also put before names which consist of a noun with *of* plus a noun, e.g. *the Gulf of Mexico*, *the United States of America*, *the Cape of Good Hope*, etc. The definite article is also used with names composed of an adjective with a noun in the case when the adjective is not *east*, *west*, etc., e.g. *the Arabian Sea*, *the High Street*, *the New Forest*, etc. Provided that the adjective is *east*, *west*, etc., the definite article is usually omitted, e.g. *South Africa*, *North America*; except for certain names such as *the East/West End*, *the North/South Pole*, *the East/West Indies*. Nevertheless, *the* is used before *east*/*west* when they are nouns, e.g. *the West (political/geographical)*.

The definite article is also used before other proper names which consist of adjective with noun or noun with *of* plus noun, e.g. *the National Gallery*, *the Tower of London*, etc. *The* is also put before names of pop groups, choirs, orchestras, etc., e.g. *the Beatles*, *the Beach Choir*, *the Philadelphia Orchestra*, etc.; and before names of newspapers, e.g. *The Times*; and the ships, e.g. *the Great Britain*.

With names of people, the use of the definite article *the* is very limited. The first case that *the* is used is with a surname to mean the family, e.g. *the Smiths*. *The* is also used with a singular name followed by a clause or phrase to distinguish two people with the same name, e.g. *We have two Mr Smiths. Which do you want? I want the Mr Smith*

who signed this letter Then the definite article is used before titles which contain the preposition *of*, e.g. *the Duke of York*. However, the other titles or ranks are used without any article, e.g. *Lord Oliver*, *the* is used when it is referred to someone by title or rank alone, e.g. *the captain ordered*.

There are also cases where the definite article is not used. The first case when it is not used is before names of places or people except the cases already mentioned. The definite article is omitted before abstract nouns unless carrying a particular meaning, e.g. *Men fear death* but *The death of the Prime Minister left his party without a leader*. Another case is after possessive nouns or a possessive adjective, e.g. *the boy's uncle*, *it is my (blue) book*. Names of meals are also used with no article except for cases already mentioned. Names of games are used without any article either, e.g. *She plays golf*. Before pieces of clothing and parts of body *the* is usually replaced by possessive adjectives, e.g. *shake your head*.

In some European languages, there is the definite article used before indefinite plural nouns. But this never occurs in English, e.g. *Women are expected to like babies*.

A special case where *the* is omitted is before the nouns *home*, *church*, *hospital*, *prison*, *school*, etc. and *work*, *sea* and *town*. With *home* the definite article is omitted when it is used alone and the descriptive part is not added, e.g. *She is at home*. But when the descriptive part is there, *home* is considered to be like any other noun, e.g. *We arrived at the bride's home*. *For some years this was the home of your queen*. After verbs of motion, it is possible to treat *home* as an adverb, e.g. *He went home*.

The definite article is not used with the nouns *bed*, *church*, *court*, *hospital*, *prison*, *school/college/ university* when "these places are visited or used for their primary purpose" (ibid.: 22). This means that to bed we go to sleep (or as invalids), to church we go to pray, to court we go as litigants, to hospital we go as patients, to prison as prisoners and to school/college/university as students. These nouns can also be used with some verbs with prepositions, e.g. *to be back from school*, *to get back home*, *school, etc. to be released from prison*. In this case the definite article is still not used. But *the* is used when these places are visited for other reasons than they are meant to be visited, e.g. *He goes to the prison sometimes to give lectures*.

Thomson and Martinet describe the use of the noun *sea*, which is used without the definite article when someone goes to sea as a sailor. With the phrase *to go to/to be at (the) sea*, both options are possible. When *to be at sea* is used, it means to be a passenger

on a voyage. When *to go to/to be at the sea* is used, it stands for the seaside. It is also possible to use *to live by/near the sea*.

The noun *work* in the meaning ‘the place of work’ is used without the definite article, e.g. *He is on his way to work. He is at work. He isn’t back from work yet.* But *office* as the place of work requires *the* with the exception of the collocations *to be in office*, meaning hold an official position, or *to be out of office*, meaning not to be in power any more.

With the noun *town* the definite article is omitted when someone is speaking of his/hers own town, e.g. *We go to town sometimes to buy clothes.*

Unlike some of the other authors, Thomson and Martinet do not mention the zero article. They only speak about the omission of the definite or indefinite article.

Another category of determiners mentioned in the book are demonstrative adjectives and pronouns *this/these* and *that/those*. When they are used as adjectives they take the number of the following noun so these are the only adjectives that do that, e.g. *this beach, these people, that notice, those birds*, etc. When emphasising, *this/these/that/those* with a noun and *of* or *yours/hers/Ann’s* etc. can be used instead of *your/her* etc. with a noun, e.g. *the diet of mine* instead of *my diet*, *the car of Ann’s* instead of *Ann’s car*, etc. Nevertheless, the use of these forms is not usually preferred.

This/these and *that/those* can be also used as pronouns, e.g. *This is my umbrella. These are the old classrooms. Those are the new ones.*

The last use of *this/these* and *that/those* to be discussed is with *one/ones*. It is placed after these demonstratives when comparing or selecting. It is necessary only when *this* and *others* are followed by an adjective, e.g. *I like this blue one/these blue ones.*

Still another issue to be discussed, namely in a separate section, are the determiners *neither/either*. *Neither* represents the expression ‘not one and not the other’ and is followed by an affirmative singular verb. It can stand on its own, be followed by a noun or by *of* with a possessive, *the/these/those* or a possessive pronoun, e.g. *I tried both keys but neither (of them) worked.* The meaning of *either* is ‘any one of two’. It is followed by a singular verb and rules of its usage in the sentence are the same as those of *neither*. *Neither* with an affirmative verb can be replaced by *either* in connection with a negative verb only when *neither* is the subject of the verb. *Either* can be a subject or object only of an interrogative or affirmative verb, e.g. *Would you like either of these?* Pronouns and possessive adjectives taken with *neither/either* should be *he/him, she/her* and *his/her* but the plural forms are rather used, e.g. *Neither of them had brought their passports.*

Neither is also often used with *nor* and *either* with *or*. *Neither...nor* in connection with an affirmative verb represents the combination of two negatives, e.g. *Neither threats nor arguments had any effect on him*. It can be replaced by *either...or* with a negative verb, unless *neither...nor* is the subject of a verb. *Either...or* can be the object or subject of an interrogative or affirmative verbs but not of the negative verb, e.g. *You can have either soup or fruit juice*. (not both).

The last part taken into account from the topic of determiners in Thomson and Martinet's grammar book are possessives. They are divided into two groups, which are adjectives and pronouns. Possessive adjectives are *my, your, his/her/its, our, your* and *their*. Possessive pronouns are *mine, yours, his/hers, ours, yours* and *theirs*. A common mistake is to use possessives with an apostrophe, which is not correct.

Thomson and Martinet's grammar book discusses only the issues listed in the index as determiners but does not work with determination as such. There is no classification of determiners into groups, which would help the learners to learn how use them. Thus it can only be learned which words are considered to be determiners and how they are used. Nevertheless, the issues presented in connection with determiners are described in details.

2.3 Comparison of the grammar books analysed

As for a clear arrangement of all groups of determiners, the grammar books examined can be divided into two types – grammar books referring to determiners as one topic and grammar books referring to determiners in several independent parts. The former books are represented in a larger scale of sources.

As regards the approaches of particular authors, when grammar books referring to determiners as one topic are considered, these approaches differ. Leech and Svartvik (1975), Greenbaum and Quirk (1990) emphasize the division into three main types of determiners, i.e. – predeterminers, central determiners and postdeterminers, which can be further subdivided into subgroups. Even though Huddleston (1984) labels groups of determiners differently from the other authors discussed, namely as I, II, III positions, he also mentions the use of the terms ‘predeterminers’, ‘central determiners’ and ‘postdeterminers’ in connection with these groups. Moreover, these groups mostly correspond to the groups distinguished by Leech and Svartvik (1975), and Greenbaum and Quirk (1990).

Leech and Svartvik (1975) do not name the subgroups of predeterminers. Nevertheless, central determiners and postdeterminers are divided into named subgroups. The subgroup of central determiners comprises articles, demonstratives, possessives, quantifiers and *wh*-determiners. The subgroup of postdeterminers is divided into cardinal numerals, ordinal numerals and quantifiers.

Quirk and Greenbaum (1990) divide predeterminers into multipliers and an unnamed group that comprises the predeterminers *all*, *both*, *half*, similarly to the subgroup of predeterminers by Leech and Svartvik (1975). Quirk and Greenbaum’s division of central determiners into subgroups differs from the one by Leech and Svartvik (1975) in a way that it comprises the negative determiner *no*, universal determiners, the non-assertive dual determiner *either*, the negative dual determiner *neither*, the general assertive determiner *some*, the general non-assertive determiner *any*, and the quantitative determiner *enough*. The greatest difference between Quirk and Greenbaum’s (1990) and Leech and Svartvik’s (1975) grammar books is that the former authors include quantifiers in the group of postdeterminers while the later authors include them both in central determiners and postdeterminers and say that they can also be included in predeterminers.

The explanations provided by Huddleston (1984) are focused on the restrictions of combinations of particular groups.

The classification by Swan (1996) differs in the names of particular subgroups and determiners listed within particular subgroups. Nevertheless, the two main groups serve to identify and quantify nouns similarly to the other authors mentioned above. Since the Group A comprises articles, possessives and demonstratives, this group could be compared to the central determiners by Quirk and Greenbaum (1990), and Leech and Svartvik (1975). Group B could be similarly compared to their postdeterminers, which is also the case of the grammar book by Alexander (1988).

All of the authors go further into details and describe particular rules of the use of determiners, which are connected with their classifications. These rules are needed for the proper use of determiners. Only the classifications provided are sometimes not sufficient.

As for particular rules, Greenbaum and Quirk (1990), Leech and Svartvik (1975), and Alexander (1988) base the use of determiners on the classification of nouns into singular and plural countable nouns, and uncountable nouns unlike Swan (1996), who does not do so. Moreover, Greenbaum and Quirk, as well as Alexander, go into further details when discussing articles.

The only grammar book analysed referring to determiners in separate independent parts is the one written by Thomson and Martinet (1986). They do not mention any classification at all but only explain particular rules. They go into details, similarly to the previously mentioned authors, when discussing articles.

3 Reference to determiners in coursebooks

This part of the bachelor work is devoted to the notion of determiners in several selected coursebooks used to teach and practise the English language. As for the teaching of determiners, the first level of language proficiency where determiners should be taught according to *Common European Framework of Reference for Languages* is the level A2 – Elementary level. At this level, the use of articles with countable and uncountable nouns should be taught.

Therefore determiners should occur in coursebooks at different levels starting with the elementary level. These particular levels are elementary, pre-intermediate, intermediate, upper-intermediate, advanced and proficiency. However, all the coursebooks discuss particular rules rather than providing a classification of determiners. Some terms, such as ‘articles’ or ‘quantifiers’, are mentioned, though.

The choice of the coursebooks examined below is based on the frequency of their use in Czech schools and availability in libraries. The coursebooks chosen are namely *New English File*, *New Headway* and *Inside Out*. These coursebooks represent all the levels up to the upper-intermediate. Then *LifeLines*, *Opportunities* and *Maturita Solutions* are occasionally mentioned when talking about some of the levels. *New Cambridge Advanced English* (1998), *Maturita Solutions* (2009), *Inside Out* (2001) and *Objective* (2002), *New Progress to Proficiency* (2001) and *Proficiency Masterclass* (1994) represent the advanced and proficiency levels.

3.1 Coursebooks at the elementary level

Determiners appear from the elementary level. Thus it can be seen that determiners are really an important topic taught from the beginning of the English language study. Nevertheless, even though at this level learners are supposed to start with determiners, some of the coursebooks do not mention them at all. Even though some of the coursebook mention determiners (not the term, though), their classification is not presented. Only particular rules can be found.

For example, in the coursebook *New English File* (2004), articles appear in the first unit. Articles *a/an* and *the* are presented with their basic rules. The rules of the use of *this/that/these/those* are explained. In the next part of this coursebook, the use of the indefinite article with jobs is mentioned. In another unit, which deals with countable and

uncountable nouns, the basic rules of the use of *a/an* and *some/any* are explained. All the rules are explained at the back of the coursebook supplemented with exercises.

Another coursebook at the elementary level that discusses determiners is *New Headway* (2000). Firstly, the difference of the use of *a/an* is explained. Then the basic rules of the use of *some/any* and *this/that/these/those* are discussed. Particular issues are practised in exercises.

Finally, not to mention just the books that do discuss determiners at the elementary level, the coursebook *Inside Out* (2003) does not mention determiners at this level or any of their subgroups at all. It can be only seen within the topic of countable and uncountable nouns that determiners differ when they are used with countables or uncountables. Another coursebook which does not mention determiners is *LifeLines* (1999), for example.

3.2 Coursebooks at the pre-intermediate level

As for pre-intermediate level, the first coursebook to be discussed is *New English File* (2005). It deals only with the basic rules of the use of the quantifiers *too*, *too much*, *too many*, *enough*, *a little* and *a few*.

The second coursebook at the pre-intermediate level that deals with determiners which needs to be mentioned is *New Headway* (2000). One whole unit is devoted to particular parts of the grammar of determiners. When discussing countable and uncountable nouns, the different ways of the use of articles can be found. Apart from that, the basic rules concerning the use of *much* and *many*, *some* and *any*, *a few* and *a little* and *a lot/lots of* are explained. As regards articles, there are three types of articles mentioned. These are the indefinite article, the definite article and no article. Firstly, the use of articles with a particular type of nouns is explained, namely with singular and plural countable nouns and uncountable nouns. Secondly, particular rules of the use of the three types of articles are explained.

The coursebook *Inside Out* (2002) does not discuss the grammar of determiners at all. The only rules of their use that can be found are explained within another grammar issue when referring to countable and uncountable nouns.

3.3 Coursebooks at the intermediate level

As regards the intermediate level, the first coursebook examined that discusses determiners is *New English File* (2007). Specifically it discusses quantifiers and articles. Quantifiers are divided into more parts, namely those referring to large quantities represented by *a lot of*, *lots of*, *many*, *much* and *plenty*; small quantities represented by *a little*, *a few*, *very little* and *very few*; then zero quantity represented by *any*, *no* and *none*; a bigger amount than you need or want is represented by *too*, *too much* and *too many*; and less than you need represented by *enough*. In these particular parts the rules of the use of their representatives are explained. As for articles, this coursebook discusses the basic rules of the use of *a/an*, *the* and when *the* is not used.

The next coursebook mentioning determiners is *Inside Out* (2000) where quantifiers are discussed within one unit together with countable and uncountable nouns. The use of *a few*, *many*, *a little*, *much* and *a lot* is included.

The authors of the coursebooks *Maturita Solutions* (2008) do not explain the rules or classification of determiners. They are presented within a unit, the main body of the coursebook, in particular exercises, though.

Nevertheless, some of the coursebooks at the intermediate level do not mention determiners at all. Examples of these coursebooks are *New Headway* (2003) and *LifeLines* (1997).

3.4 Coursebook at the upper-intermediate level

The coursebook *New English File* (2008) does not mention the term determiner at all. Nevertheless, articles and quantifiers are discussed. As for articles, except for the basic rules of their use, the rules about the use of institutions and geographical names are presented. As regards quantifiers, the basic rules of *all*, *every*, *most*; *no*, *none*, *any*; and *both* *neither*, *either* are illustrated.

Liz and John Soars, the authors of the coursebook *New Headway* (1998), discuss determiners and articles separately. Within articles, the basic rules of *a/an*, *the* and the zero article are examined. *Every/each* represent determiners with a few rules of their use. The section about determiners refers also to quantifiers, which are presented by numerous representatives and their use.

Unlike other coursebooks, which discuss determiners at the end of the book together with all the grammar explanations, the coursebook *Inside Out* (2001) discusses

determiners within one unit. Nevertheless, this coursebook discusses only articles. It divides them into three groups, namely no article, the indefinite article, the aim of which is introducing and categorising; and the definite article, which serves to refer to things and to identify them.

The coursebook *Opportunities* (2002) devotes just a brief part to the topic of determiners. It discusses which determiners are used before singular countable nouns, uncountable nouns and plural countable nouns. Then the basic rules of the use of *a/an* and *the* are explained.

Within particular groups the most important rules are presented.

3.5 Coursebook at the advanced level

As regards coursebooks at the advanced level, the first coursebook to be discussed here is *New Cambridge Advanced English* (1998). Articles are discussed within the unit in the main body of the coursebook, not in the appendix. However, the rules of their use are not presented. There are only exercises in the coursebook where mainly the use of articles with countable and uncountable nouns is practised.

There are also coursebooks at the advanced level that do not work with determiners. These are, for example, *Maturita Solutions* (2009) and *Inside Out* (2001).

3.6 Coursebooks at the proficiency level

The first coursebook at the proficiency level examined here that discusses articles is *Objective* (2002). However, articles are only practised in exercises. Since it is a self-study book, correct answers are listed in the coursebook. Nevertheless, no rules are explained. It may be so because it is only a review of articles as it stands in the title of the unit.

The coursebook *New Progress to Proficiency* (2001) does mention the term determiner. Articles and determiners are presented in this coursebook within a main body of the book. Differences between the definite and indefinite article are shown. In addition to that, the coursebook works with the difference between countable and uncountable nouns where the use of determiners differs. There are also other exercises aimed at practising the proper use of determiners.

However, not all coursebooks at the proficiency level discuss determiners. An example of one of them can be *Proficiency Masterclass* (1994).

3.7 Comparison of the coursebooks analysed

Coursebooks aimed at various levels of proficiency were explored and discussed, starting with the elementary level. None of the coursebooks at any level mentions any classification. Only particular rules of the use of determiners are provided. At the forefront, there are mostly rules of the use of articles and the use of determiners with countable/uncountable nouns. Quantifiers are often discussed as well. Not all the rules belonging to the particular area are explained, though. Furthermore, there are some coursebooks that do not mention the term ‘determiner’ at all.

There is not a great difference between particular levels except for the fact that while coursebooks at the lower levels provide both explanations and exercises, coursebooks at the advanced and proficiency levels usually include only exercises. Another difference that can be found between particular coursebooks is that some of the coursebooks discuss determiners at the back of the book within a grammar part in appendix where particular grammatical areas are explained, e.g. *New Headway*, *New English file* and *LifeLines*, while some of the coursebooks discuss them within a concrete unit, i.e. the main body of the coursebook, e.g. *Inside Out*, *New Cambridge Advanced English* (1998), *New Progress to Proficiency* (2001).

4 Reference to determiners in online sources

In nowadays technological society, online sources have to be taken into account when discussing learning and teaching tools. Only some of the websites that discuss determiners will be referred to in this work. Nevertheless, there is not as large an area of web pages that discuss determiners as might be expected.

The web page *Learn English* administered by British Council divides determiners into specific and general. As specific determiners the definite article, possessives, demonstratives and interrogatives are classified. *A, an, any, another, other* and *what* are considered to be general determiners. Together with examples, some rules of the use of specific and general determiners are presented. Then quantifiers are mentioned.

The web page *Edufind* says that determiners are words that are placed in front of a noun in order to make clear what the noun refers to. Then particular determiners are listed together with particular examples. These determiners are the definite article, the indefinite article, demonstratives, pronouns and possessive determiners, quantifiers, numbers, distributives, difference words and predeterminers. We can click on each type where the rules and examples are presented.

Cambridge Dictionaries Online also refer to determiners. According to this web page, determiners include articles, demonstratives, possessives, quantifiers and numbers. Based on their function, they are divided into two groups, namely referring and quantifying determiners. All the types of determiners are illustrated on numerous examples. The rules of their use are not explained, though.

The web page *English Club* divides determiners into three categories: main determiners, predeterminers and postdeterminers. Main determiners are further divided into articles, demonstrative determiners and possessive determiners. Predeterminers and postdeterminers are discussed together. Their further division is into quantifiers, numbers and interrogative determiners. There is also a section where more information about determiners is provided, such as the zero determiner, an order of determiners and determiners versus pronouns. The grammar is also supported by a quiz.

Your dictionary describes a determiner as a noun modifier that provides context to a noun, usually in terms of possession and quantity. This web page divides determiners into articles, demonstratives, quantifiers and possessives. Particular subgroups are distinguished. The web page also includes descriptions of the function of parts called Determiners, Determining Determiners and Determiners and Adjectives.

The webpage *My English Pages* mentions four types of determiners – articles, demonstratives, possessives and quantifiers. All the groups comprise explanation and particular examples.

The web page *English The Easy Way* says that determiners serve to clarify the noun. The particular use is discussed. Determiners are used to define something and someone, to state possession, to state something or someone is specific, to state how things or people are distributed, to state the difference between nouns and to say something or someone is not specific. All these categories are illustrated on examples. There is also mentioned that the type of determiner that will be used depends on the type of a noun. These types are singular nouns, plural nouns and uncountable nouns. According to this web page, determiners include articles, demonstratives, possessives, quantifiers, numbers and ordinals.

4.1 Comparison of the online sources analysed

The majority of online sources, namely *Learn English*, *Edufind*, *Cambridge Dictionaries Online*, *Your dictionary*, *My English Pages*, offer a classification of determiners which usually comprises articles, demonstratives, possessives and quantifiers. However, the rest of their classifications slightly differ.

The web page *Learn English* bases its classification on a division of determiners into specific and general determiners.

The classification from the web page *English Club* is different from the others similarly to the web page *English The Easy Way* where the groups listed above are only subgroups. *English Club* divides determiners into main determiners, predeterminers and postdeterminers. Then it mentions as subgroups articles, demonstratives, possessives, quantifiers, numbers and interrogatives similarly to the previous web pages. *English The Easy Way* divides determiners according to their function and these groups are further divided into articles, demonstratives, possessives, quantifiers, numbers and ordinals.

Even though the divisions of particular web pages differ, they usually discuss similar areas. Some of the web pages provide concrete examples and the rules how to use determiners.

5 Conclusion

It has been found out that of the three types of examined sources, i.e. grammar books, coursebooks and online sources, grammar books devote the largest amount of attention to the topic of determiners. The authors treat them differently, though.

The sources analysed apply a slightly different approach to the study of determiners. Grammar books pay the largest attention to determiners including their classifications and the rules how to use them. Grammar books can be considered as the only sources that deal with both areas properly. The classification differs with particular authors.

Coursebooks, in comparison with grammar books, contain only very brief information about determiners. Moreover, there is no classification provided within the coursebooks. The rules that are presented in the coursebooks are just basic rules, without any detailed information, usually concerning only part of the grammar of determiners.

As for comparison of online sources with grammar books and coursebooks, it has to be mentioned here that there is not such a great number of online sources as might be expected. Moreover, the information provided represents only an overall view on the topic without any further exploration into any details concerning the use of determiners. Nevertheless, as already mentioned, both classifications and rules are presented as a whole, though not in a large scale.

Overall, determiners with all aspects needed for their proper study can only be found in grammar books, which contain both the classification of determiners and particular rules how to use them. Nevertheless, grammar books are aimed at more advanced learners. Thus it seems that pupils have only the possibility to study determiners from coursebooks or to learn about them from their teachers who can mediate proper and adequate information. That means that teachers should be aware of the classification of determiners and all the rules of their use. That can be properly studied only from grammar books since the information about determiners is not well arranged and complete in coursebooks and it is very brief in online sources.

As a result, it can be stated that coursebooks are aimed at students while grammar books are more suitable for teachers. Thus teachers should be aware of the information presented in grammar books and help students deal with the topic of determiners provided in coursebooks. In my opinion, online sources should only serve to get an overall idea about the topic.

The only question that remains without any answer is which classification within which grammar book can be considered as the proper one and whether there is such a grammar book.

Since the explanations provided in coursebooks are not sufficient, similarly to those in online sources, the teacher is the best and only possible source for pupils. Thus some methods of simplified and efficient explanation of determiners – based on the research offered in this bachelor work could be invented.

LIST OF RESOURCES

- Alexander, L. G. (1988). *Longman English Grammar*. New York: Longman.
- Capel, A., & Sharp, W. (2002). *Objective. Proficiency. Self-study Student's Book*. Cambridge: Cambridge University Press.
- Determiner (5 December 2015) *English Club*. Retrieved from <https://www.englishclub.com/grammar/determiners.htm>
- Determiners (15 December 2015) *My English Pages*. Retrieved from http://www.myenglishpages.com/site_php_files/grammar-lesson-determiners.php
- Determiners (3 December 2015) *Edufind*. Retrieved from <http://www.edufind.com/english-grammar/determiners/>
- Determiners (5 December 2015) *Cambridge Dictionaries Online*. Retrieved from <http://dictionary.cambridge.org/grammar/british-grammar/determiners-the-my-some-this>
- Determiners and quantifiers (3 December 2015) *British Council*. Retrieved from <http://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers>
- Falla, T., & Davies, P.A. (2009). *Maturita Solutions. Advanced. Student's book*. Oxford: Oxford University Press.
- Falla, T., & Davies, P.A. (2008). *Maturita Solutions. Intermediate. Student's book*. Oxford: Oxford University Press.
- Grammar to study at each CEF level (1 December 2015) *Exam English*. Retrieved from http://www.examenglish.com/CEFR/cefr_grammar.htm
- Greenbaum, S., & Quirk, R. (1990). *A Student's Grammar of the English Language*. Harlow: Longman.
- Gude, K., & Duckworth, M. (1994). *Proficiency Masterclass. Student's Book*. Oxford: Oxford University Press.
- Harris, M., & Mower, D. & Sikorzyńska, A. (2002). *Opportunities. Upper-intermediate. Student's Book*. Harlow: Longman.
- Huddleston, R. (1984). *Introduction to the Grammar of English*. Cambridge: Cambridge University Press.
- Hutchinson, T. (1999). *LifeLines. Elementary. Student's book*. Oxford: Oxford University Press.
- Hutchinson, T. (1997). *LifeLines. Intermediate. Student's book*. Oxford: Oxford University Press.
- Jones, C., Bastow, T. & Hird, J. (2001). *Inside Out. Student's Book. Advanced*. Oxford: Macmillan.
- Jones, L. (1998). *New Cambridge Advanced English. Student's Book*. Cambridge: Cambridge University Press.
- Jones, L. (2001). *New Progress to Proficiency. Student's Book*. Cambridge: Cambridge University Press.
- Kay, S., Jones, C., Hird, J., & Kerr, P. (2001). *Inside Out. Student's Book. Upper-intermediate*. Oxford: Macmillan.
- Kay, S., Jones, C., & Kerr, P. (2000). *Inside Out. Student's Book. Intermediate*. Oxford: Macmillan.
- Kay, S., Jones, C., & Kerr, P. (2002). *Inside Out. Student's Book. Pre-intermediate*. Oxford: Macmillan.
- Kay, S., & Jones, C. (2003). *Inside Out. Student's Book. Elementary*. Oxford: Macmillan.

- Leech, G., & Svartvik, J. (1975). *A Communicative Grammar of English*. Singapore: Longman.
- Oxenden, C., Latham-Koenig, Ch., & Seligson, P. (2004). *New English File. Elementary. Student's Book*. Oxford: Oxford University Press.
- Oxenden, C., Latham-Koenig, Ch., & Seligson, P. (2005). *New English File. Pre-intermediate. Student's Book*. Oxford: Oxford University Press.
- Oxenden, C., & Latham-Koenig, P. (2008). *New English File Upper-intermediate. Student's Book*. Oxford: Oxford University Press.
- Oxenden, C., & Latham-Koenig, P. (2007). *New English File. Intermediate. Student's Book*. Oxford: Oxford University Press.
- Soars, J., & Soras, L. (2003). *New Headway English Course. Intermediate. Student's Book*. Oxford: Oxford University Press.
- Soars, J., & Soras, L. (2000). *New Headway English Course. Pre-intermediate. Student's Book*. Oxford: Oxford University Press.
- Soars, J., & Soras, L. (1998). *New Headway English Course. Upper-intermediate. Student's Book*. Oxford: Oxford University Press.
- Swan, M. (1996). *Practical English Usage. International Student's Edition*. New York: Oxford University Press.
- Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press.
- What are determiners? (15 December 2015) *English The Easy Way*. Retrieved from http://english-the-easy-way.com/Determiners/What_Are_Determiners.htm
- What Is a Determiner? (10 December 2015) *Your Dictionary*. Retrieved from <http://grammar.yourdictionary.com/parts-of-speech/nouns/what/what-is-a-determiner.html>